

# Music Year One



## Autumn 1: My Musical Heartbeat!

### National Curriculum

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

### Prior Unit:

Reflect, Rewind and Replay

### Future Unit:

Dance, Sing and Play!

### Sticky knowledge and skills

- To move and dance with the music.
- To find and keep a steady beat together.
- To sing, rhyme, chant and use spoken word.
- To be able to add actions to a song.
- To enjoy and have fun performing.

### Vocabulary:

#### Pupils will be taught the meaning of and encouraged to use:

Pulse, rhythm, pitch, rap, improvise, compose, high, low, melody, bass guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, audience, imagination, song, tempo, Hip Hop, Jazz, orchestra, Pop, Classical

|                 | LO  | Lesson outline   |
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| <b>Lesson 1</b> | LO: To be able to sing confidently with my class. | <p>The unit question is: <b>How can we make friends when we sing together?</b> Refer back to this question as you move through each lesson in this unit.</p> <p><b>Complete the baseline quiz</b></p> <p><b>Musicianship options</b><br/>As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b><br/>As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Move in time with a steady beat</li> <li>• Copy back simple long and short rhythms with clapping</li> <li>• Have fun warming up your face, body and voice</li> <li>• Copy back singing simple high and low patterns</li> <li>• Copy back the rhythmic words - you can say them and clap them</li> </ul> <p><b>Improvise Together</b><br/>This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p><b>Listening</b><br/>Listen to the song `Find a Beat`. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why.</p> <p><b>Singing</b><br/>Learn to sing the song `Find the Beat`<br/>You could:</p> <ul style="list-style-type: none"> <li>• Sing together as a group and have fun</li> <li>• Stand up straight and breathe from deep within</li> <li>• Move to the music</li> <li>• Describe what the song is about</li> <li>• Does this song tell a story?</li> <li>• Incorporate any actions from the song</li> <li>• Sing and recognise high and low sounds</li> </ul> <p>Extension: Sing songs in both low and high voices and talk about the difference in sound</p> <p><b>Performing</b></p> |

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|                        |  | Share the fun you had in the lesson. Create and present a holistic performance of the song `Find the Beat`.   |
| <p><b>Lesson 2</b></p> | <p>LO: To be able to sing and play along to a song</p>   | <p><b>Recap-</b> listen to the song `Find a Beat` from last week. Sing along and move to the music</p> <p><b>Musicianship options</b><br/>As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b><br/>As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Move in time with a steady beat</li> <li>• Copy back simple long and short rhythms with clapping</li> <li>• Have fun warming up your face, body and voice</li> <li>• Copy back singing simple high and low patterns</li> <li>• Copy back the rhythmic words - you can say them and clap them</li> </ul> <p><b>Improvise Together</b><br/>This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p><b>Listening</b><br/>Listen to `1, 2, 3, 4, 5` together. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why.</p> <p><b>Extension:</b> Explore steady beat, high and low, fast and slow, loud and quiet, related to the song</p> <p><b>Singing</b><br/>Sing the song `1, 2, 3, 4, 5` together as a group and have fun stand up straight and breathe from deep within. Move to the music, describe what the song is about - is there a story? Incorporate any actions from the song, sing and recognise high and low sounds</p> <p><b>Playing</b><br/>Show the children the percussion box show the children different instruments. Discuss the instruments names and discuss their sounds. Split the class into groups and allocate percussion instruments for the children to play along with to the song `1, 2, 3, 4, 5` keeping to the beat.</p> <p><b>Performing</b><br/>Share a performance of `1, 2, 3, 4, 5`. Children to sing the song and play their percussion instruments keeping to the beat.</p> |
| <p><b>Lesson 3</b></p> | <p>LO: To be able to sing and perform an action song</p> | <p><b>Recap:</b> Can you remember the song we learnt last week? Which instruments did we play?</p> <p><b>Musicianship options</b><br/>As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b><br/>As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Move in time with a steady beat</li> <li>• Copy back simple long and short rhythms with clapping</li> <li>• Have fun warming up your face, body and voice</li> <li>• Copy back singing simple high and low patterns</li> <li>• Copy back the rhythmic words - you can say them and clap them</li> </ul> <p><b>Improvise Together</b><br/>This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p><b>Listening</b><br/>Listen to `Heads, shoulders, knees and toes` together. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Move in a suitable way to the beat of the music. Talk about the song and explore feelings, thoughts and emotions<br/>Extension: explore steady beat, high and low, fast and slow, loud and quiet, related to the song</p> <p><b>Singing</b><br/>Learn to sing the song `Heads, Shoulders, Knees and Toes`.</p> <ul style="list-style-type: none"> <li>• Sing together as a group and have fun</li> <li>• Stand up straight and breathe from deep within</li> </ul>   |

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|                        |  | <ul style="list-style-type: none"> <li>• Move to the music</li> <li>• Describe what the song is about - is there a story?</li> <li>• Follow a leader</li> <li>• Incorporate any actions from the song</li> <li>• Sing and recognise high and low sounds.</li> </ul> <p><b>Performing</b><br/>Perform the song 'Heads, Shoulders, Knees and Toes'.</p>  |
| <p><b>Lesson 4</b></p> | <p>LO: To learn to start and stop singing when following a leader.</p>                   | <p><b>Recap</b>- listen to the song 'Heads, shoulders, knees and toes' from last week. Sing along and join in with the actions.</p> <p><b>Musicianship options</b><br/>As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b><br/>As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Move in time with a steady beat</li> <li>• Copy back simple long and short rhythms with clapping</li> <li>• Have fun warming up your face, body and voice</li> <li>• Copy back singing simple high and low patterns</li> <li>• Copy back the rhythmic words - you can say them and clap them</li> </ul> <p><b>Improvise Together</b><br/>This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p><b>Listening</b><br/>Listen to the song 'Shapes' together. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Move in a suitable way to the beat of the music. Talk about the song and explore feelings, thoughts and emotions.<br/>Extension: explore steady beat, high and low, fast and slow, loud and quiet, related to the song</p> <p><b>Singing</b><br/>Sing the song 'Shapes' together as a group and have fun<br/>Stand up straight and breathe from deep within<br/>Move to the music<br/>Describe what the song is about - is there a story?<br/>Follow a leader<br/>Incorporate any actions from the song<br/>Sing and recognise high and low sounds</p> <p><b>Playing</b><br/>Show the children the percussion box show the children different instruments. Discuss the instruments names and discuss their sounds. Split the class into groups and allocate percussion instruments for the children to play along with to the song 'Shapes' keeping to the beat.</p> <p><b>Performing</b><br/>Share a performance of 'Shapes'. Children to sing the song and play their percussion instruments keeping to the beat.</p> |
| <p><b>Lesson 5</b></p> | <p>LO: To enjoy moving to music by dancing, marching and pretending to be an animal.</p> | <p><b>Recap:</b> Who can remember the name of the song from last week? Which percussion instruments did we play? What sounds did they make?</p> <p><b>Musicianship options</b><br/>As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b><br/>As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Move in time with a steady beat</li> <li>• Copy back simple long and short rhythms with clapping</li> <li>• Have fun warming up your face, body and voice</li> <li>• Copy back singing simple high and low patterns</li> <li>• Copy back the rhythmic words - you can say them and clap them</li> </ul> <p><b>Improvise Together</b><br/>This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p>  |

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|                        |   | <p><b>Listening</b><br/>Listen to the song `We Talk to Animals`. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why.</p> <p><b>Singing</b><br/>Learn to sing the song `We Talk to Animals`<br/>You could:</p> <ul style="list-style-type: none"> <li>• Sing together as a group and have fun</li> <li>• Stand up straight and breathe from deep within</li> <li>• Move to the music</li> <li>• Describe what the song is about</li> <li>• Does this song tell a story?</li> <li>• Incorporate any actions from the song</li> <li>• Sing and recognise high and low sounds</li> </ul> <p>Extension: Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song</p> <p><b>Performing</b><br/>Share the fun you had in the lesson and sing the song `We Talk to Animals`. You can sing and add any of the musical activities you have practiced with the song.</p>   |
| <p><b>Lesson 6</b></p> | <p>LO: To share a performance of the learning that has taken place in the unit.</p> | <p><b>Recap:</b> Recap singing the song `We Talk to Animals`.</p> <p><b>In this lesson all of the musical learning and activities will be focused around assessment and preparing for a performance.</b></p> <p><b>Musicianship options</b><br/>As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b><br/>As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Move in time with a steady beat</li> <li>• Copy back simple long and short rhythms with clapping</li> <li>• Have fun warming up your face, body and voice</li> <li>• Copy back singing simple high and low patterns</li> <li>• Copy back the rhythmic words - you can say them and clap them</li> </ul> <p><b>Improvise Together</b><br/>This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p><b>Listening</b><br/>Choose one of the listening and respond activities to complete. Encourage the children to listen, move, march and enjoy the music. Use the prompts on screen to discuss the music how does it make us feel?</p> <p><b>Singing</b><br/>As a class choose a song to revisit singing from the list on the screen.</p> <p><b>Play your instrument with the song</b><br/>Play your instrument alongside your chosen song. Show the children the percussion box show the children different instruments. Discuss the instruments names and discuss their sounds. Split the class into groups and allocate percussion instruments for the children to play alongside their chosen song.</p> <p><b>Performing</b><br/>Complete a performance of your chosen song. The children have the opportunity to sing or add any musical activities that they have practiced with the song. Record the performance on an iPad. Children to comment on their performance what went well? What could do better next time?</p> <p><b>Complete quiz together- Year 1 Unit 1</b><br/>The theory quiz summarises all of the musical learning that has taken place in this unit. Each question is multiple choice and allows you to select the correct answer before moving on.</p> |

